



General Assembly

**Substitute Bill No. 7047**

January Session, 2007

\* \_\_\_\_\_ HB07047ED \_\_\_\_\_ 033007 \_\_\_\_\_ \*

**AN ACT CONCERNING SCHOOL AND SCHOOL DISTRICT  
ACCOUNTABILITY.**

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-223e of the general statutes is amended by  
2 adding subsections (c) and (d) as follows (*Effective July 1, 2007*):

3 (NEW) (c) (1) Any school or school district identified as in need of  
4 improvement pursuant to subsection (a) of this section and requiring  
5 corrective action pursuant to the requirements of the No Child Left  
6 Behind Act, P.L. 107-110, shall be designated and listed as an  
7 underperforming school or school district and shall be subject to  
8 intensified supervision and direction by the State Board of Education.

9 (2) Notwithstanding any provision of title 10 or any regulation  
10 adopted pursuant to said statutes, in carrying out the provisions of  
11 subdivision (1) of this subsection, the State Board of Education may  
12 take the following actions to improve student performance and  
13 remove the school or district from the list of schools or districts  
14 designated and listed as an underperforming school or district  
15 pursuant to said subdivision (1), and to address other needs of the  
16 school or district: (A) Require an operations audit to identify possible  
17 programmatic savings and an instructional audit to identify any  
18 deficits in achievement and in the learning environment of the school  
19 or district; (B) require the local or regional board of education for such

20 school or district to use state and federal funds for critical needs, as  
21 directed by the State Board of Education; (C) consult with the local  
22 bargaining units of the teachers and principals hired by the district to  
23 provide incentives to attract highly qualified teachers and principals;  
24 (D) consult with the local bargaining units of the teachers and  
25 principals hired by the district to direct the transfer and assignment of  
26 teachers and principals; (E) require additional training and technical  
27 assistance for teachers, principals and central office staff members  
28 hired by the district; (F) require the local or regional board of  
29 education for the school or district to implement curriculum approved  
30 by the Department of Education; (G) identify schools for  
31 reconstitution, as may be phased-in by the commissioner, as state or  
32 local charter schools, schools established pursuant to section 2 of this  
33 act, or schools based on other models for school improvement, or for  
34 management by an entity other than the local or regional board of  
35 education for the district in which the school is located; (H) direct the  
36 local or regional board of education for the school or district to  
37 develop and implement a plan addressing deficits in achievement and  
38 in the learning environment as recommended in the instructional  
39 audit; (I) assign a technical assistance team to the school or district to  
40 guide school or district initiatives and report progress to the  
41 Commissioner of Education; (J) develop benchmarks for the school or  
42 district to meet as it progresses toward removal from the list of  
43 underperforming schools or districts; and (K) provide funding to any  
44 district that borders a district designated as an underperforming  
45 school district so that students in a school in the third year of  
46 improvement within the underperforming district may attend public  
47 school in a neighboring district.

48 (NEW) (d) The State Board of Education shall monitor the progress  
49 of each school or district designated as an underperforming school or  
50 district pursuant to subdivision (1) of subsection (c) of this section and  
51 provide notice to the local or regional board of education for each such  
52 school or district of the school or district's progress toward meeting the  
53 benchmarks established by the State Board of Education pursuant to

54 subsection (c) of this section. If a district fails to make acceptable  
55 progress toward meeting such benchmarks established by the State  
56 Board of Education and fails to make adequate yearly progress  
57 pursuant to the requirements of the No Child Left Behind Act, P.L.  
58 107-110, for two consecutive years while designated as an  
59 underperforming school district, the State Board of Education, after  
60 consultation with the Governor and chief elected official or officials of  
61 the district, may request that the General Assembly enact legislation  
62 authorizing that control of the district be reassigned to the State Board  
63 of Education or other authorized entity.

64 Sec. 2. (*Effective July 1, 2007*) Each local or regional board of  
65 education with jurisdiction over an elementary or middle school that  
66 fails to make adequate yearly progress based on whole school  
67 academic achievement in mathematics, reading, or both, as determined  
68 under the state-wide accountability plan adopted under section 10-  
69 223e of the general statutes, for two consecutive years, may reorganize  
70 such school to provide that:

71 (1) (A) The school be organized in academies, each containing a  
72 maximum of one hundred seventy-five students divided into different  
73 classes based on grade. (B) Each academy include all grade levels at  
74 the school. (C) Students be randomly assigned to academies. (D) The  
75 academies have different themes but the curriculum be the same in all.

76 (2) (A) The school principal appoint a teacher as team leader for  
77 each academy based on evaluations pursuant to section 10-151b of the  
78 general statutes. (B) Team leaders not be teacher supervisors, but be  
79 literacy, mathematics or science specialists. (C) Team leaders work  
80 with the school's regular classroom teachers to: (i) Plan lessons; (ii)  
81 look at student data; (iii) work with small groups of students; (iv)  
82 provide model lessons; and (v) plan school and academy-wide  
83 activities.

84 (3) Each class in each academy have a ninety-minute mathematics  
85 block and a two-hour literacy block every day.

86 (4) Each student in the school have an individual education plan  
 87 that incorporates the student's personal reading plan if the student is  
 88 required to have a reading plan pursuant to section 10-265g or 10-265l  
 89 of the general statutes, provided any child with an individual  
 90 educational program developed pursuant to section 10-76d of the  
 91 general statutes, follows such program.

92 (5) All teachers in the school of the same grade level meet weekly to  
 93 plan lessons.

94 (6) Teachers meet daily in teams based on grade level to plan  
 95 lessons.

96 (7) Teachers meet once a week with the team leader and the school  
 97 principal to look at student work and data, evaluate instruction and  
 98 make adjustments and changes in instruction.

99 (8) Students receive regular assessments, including short assessment  
 100 tests every two weeks, that evaluate short-term progress and district-  
 101 wide assessment tests every six weeks that evaluate a student's  
 102 progress toward long-term objectives.

103 (9) Any child who is falling behind based on assessments conducted  
 104 under subdivision (8) of this section be the subject of a meeting with  
 105 teachers, school principal and parents.

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2007	10-223e
Sec. 2	July 1, 2007	New section

**ED** *Joint Favorable Subst.*